



**Meeting of the Academic Senate**  
**Tuesday, April 9, 2019**  
**UU 220, 3:10 to 5:00 pm**

I. **Minutes:** Approval of March 5, 2019 and March 12, 2019 minutes (pp. 2-4)

II. **Communication(s) and Announcement(s):** none.

III. **Reports:**

- A. Academic Senate Chair:
- B. President's Office:
- C. Provost:
- D. Vice President for Student Affairs:
- E. Statewide Senate:
- F. CFA:
- G. ASI:

IV. **Special Reports:**

V. **Consent Agenda:**

- A. Retiring of Resolution AS-261-87/PPC – “Close Relative”

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
ITP 270 Selected Topics (4), 4 lectures  (offer course with topic “Personal Leadership – 7 Habits” fully online)	Reviewed 3/14/19 and recommended for approval.	On 4/9/19 consent agenda.		
PSY 340 Biopsychology (4), 4 lectures, GE B5  (existing course proposed to be offered online)	Reviewed 3/14/19 and recommended for approval.	On 4/9/19 consent agenda.		

VI. **Business Items:**

- A. **Resolution on Template for General Education 2020:** Gary Laver, General Education Governance Board, first reading (pp. 5-30)
- B. **Resolution on University Faculty Personnel Policies Chapter 5: Evaluation Processes:** Ken Brown, Chair, Faculty Affairs Committee, first reading (pp. 31-38).
- C. **Resolution on University Faculty Personnel Policies Chapter 6: Evaluation Cycle Patterns:** Ken Brown, Chair, Faculty Affairs Committee, first reading (pp. 39-44).

VII. **Discussion Item(s):**

VIII. **Adjournment:**



**CAL POLY**  
Academic Senate

## Meeting of the Academic Senate

Tuesday, March 5, 2019

UU 220, 3:10 to 5:00 pm

- I. **Minutes:** M/S/P to approve the February 5, 2019 and February 12, 2019 Academic Senate minutes.
- II. **Communication(s) and Announcement(s):** none.
- III. **Reports:**
  - A. **Academic Senate Chair:** none.
  - B. **President's Office:** Jessica Darin, Chief of Staff, announced that the CPX, a diversity and inclusion study, would be taking place on campus in the coming months. Information about CPX can be found at <https://diversity.calpoly.edu/cpx/>.
  - C. **Provost:** none.
  - D. **Vice President for Student Affairs:** Refer to page 7 in agenda packet.
  - E. **Statewide Senate:** none.
  - F. **CFA:** none.
  - G. **ASI:** Mark Borges, ASI Board of Directors Chair, reported on recruitment for ASI elections. He also announced that ASI passed a resolution that asks campus dining facilities to provide more reusable dishware to increase sustainability on campus.
- IV. **Special Reports:**
  - A. **Ombuds Services Annual Report.** Patricia Ponce, Student Ombuds, provided a review of Student Ombuds Services, including demographic information about the students who utilize Ombuds Services and the types of issues they face.
  - B. **Athletics Annual Report.** Don Oberhelman, Athletics Director, gave an overview of the Cal Poly Athletics program. He discussed budget, student athlete grades, major representation, graduation rates, student athletes' daily schedules, and how Cal Poly's athletics program compares to those of other schools.
- V. **Consent Agenda:**
  - A. The University Faculty Personnel Policies Appendix: University Faculty Personnel Actions (UFPA) and Appendix: University Faculty Personnel Actions (2013) UFPP-01-19 were approved by consent.
  - B. The following items were approved by consent: Bioinstrumentation concentration in BS Biomedical Engineering, Name Change: Teaching English as a Second Language certificate *to* Teaching English to Speakers of Other Languages certificate, Name Change: Technical Communications certificate *to* Technical and Professional Communication certificate, ITP 371 Supply Chain Management in Manufacturing Services (4), and WGS 201 Introduction to Women's and Gender Studies in the United States (4),
- VI. **Business Items:**
  - A. **Election of 2019-2020 Academic Senate Officers.** M/S/P to elect Dustin Stegner, English, as Academic Senate Chair for the 2019-2020 academic year. M/S/P to elect Tom Gutierrez, Physics, as Academic Senate Vice Chair for the 2019-2020 academic year.
  - B. **Resolution on Minors.** Brian Self, Academic Senate Curriculum Committee Chair, presented a resolution that would create a new policy on minors. M/S/P to move to a second reading.
  - C. **Resolution on Supporting Library Collections Necessary for Faculty and Student Success.** Brett Bodemer, Faculty Affairs Committee, presented a resolution that would endorse one passed by the Statewide Academic Senate calling for the Chancellor's Office to increase funding for the Electronic Core Collection (ECC) and invite the Dean of Library Services to provide an annual report on the state of collections expenditures. This resolution will return in second reading at the next Academic Senate meeting.

VII. **Discussion Item(s)**: none.

VIII. **Adjournment**: 5:00 PM

Submitted by,

*Katie Terou*

Katie Terou  
Academic Senate Student Assistant



**CAL POLY**  
Academic Senate

## Meeting of the Academic Senate

Tuesday, March 12, 2019

UU 220, 3:10 to 5:00 pm

- I. **Minutes:** none.
- II. **Communication(s) and Announcement(s):** none.
- III. **Reports:**
  - A. **Academic Senate Chair:** none.
  - B. **President's Office:** none.
  - C. **Provost:** none.
  - D. **Vice President for Student Affairs:** Keith Humphrey, Vice President for Student Affairs, announced the university has seen an increase in reports of hazing across student organizations of all types.
  - E. **Statewide Senate:** none.
  - F. **CFA:** none.
  - G. **ASI:** none.
- IV. **Special Reports:**
  - A. **Cal Poly Experience Presentation to Academic Senate.** This was a confidential listening session. Information about the Cal Poly Experience can be found at <https://diversity.calpoly.edu/cpx/>.
- V. **Consent Agenda:**  
The following items were approved by consent: ESM 105 Early Start Program Mathematics (1) and PHIL 230 Philosophical Classics: Knowledge and Reality (4).
- VI. **Business Items:**
  - A. **Resolution on Minors.** Brian Self, Academic Senate Curriculum Committee Chair, presented a resolution that would create a new policy on minors. The Resolution on Minors failed.
  - B. **Resolution on University Faculty Personnel Policies Chapter 5: Evaluation Processes.** Ken Brown, Faculty Affairs Committee Chair, introduced a resolution that would set guidelines for Chapter 5: Evaluation Processes of the University Faculty Personnel Policies document. This resolution will return in first reading at the next Academic Senate meeting.
  - A. **Resolution on University Faculty Personnel Policies Chapter 6: Evaluation Cycle Patterns.** Ken Brown, Faculty Affairs Committee Chair, introduced a resolution that would set guidelines for Chapter 6: Evaluation Cycle Patterns of the University Faculty Personnel Policies document. This resolution will return in first reading at the next Academic Senate meeting.
  - B. **Resolution on Supporting Library Collections Necessary for Faculty and Student Success.** Brett Bodemer, Faculty Affairs Committee, presented a resolution that would endorse one passed by the Statewide Academic Senate calling for the Chancellor's Office to increase funding for the Electronic Core Collection (ECC) and invite the Dean of Library Services to provide an annual report on the state of collections expenditures. M/S/P to approve the Resolution on Supporting Library Collections Necessary for Faculty and Student Success.
- VII. **Discussion Item(s):** none.
- VIII. **Adjournment:** 5:00 PM

Submitted by,

*Katie Terou*

Katie Terou  
Academic Senate Student Assistant

Adopted:

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_\_\_-19**

**RESOLUTION ON TEMPLATE FOR GENERAL EDUCATION 2020**

WHEREAS, Cal Poly's current General Education template was created over two decades ago; and

WHEREAS, Executive Order 1100-Revised, imposed on the CSU campuses in August 2017, mandates modification of Cal Poly's current General Education template; therefore be it

RESOLVED: That the Academic Senate of Cal Poly approve the attached *Template for General Education 2020*.

Proposed by: General Education Governance Board  
Date: April 2, 2019

# TEMPLATE FOR GENERAL EDUCATION 2020

## Standard GE Template

The standard template includes the following distribution of courses:

Area A: English Language Communication and Critical Thinking		
A1	Oral Communication	4
A2	Written Communication	4
A3	Critical Thinking	4
Total Units in Area A		12

Area B: Scientific Inquiry and Quantitative Reasoning		
B1	Physical Science	4
B2	Life Science	4
B3	Laboratory Activity	in B1 or B2
B4	Mathematics/Quantitative Reasoning	4
Upper-Division B		4
Total Units in Area B		16

Area C: Arts and Humanities		
<i>Lower-division courses in Area C must come from three different prefixes.</i>		
C1	Arts: Arts, Cinema, Dance, Music, Theater	4
C2	Humanities: Literature, Philosophy, Languages other than English	4
Lower-Division C Elective – <i>Select a course from either C1 or C2</i>		4
Upper-Division C		4
Total Units in Area C		16

Area D: Social Sciences		
D1	American Institutions (Title 5, Section 40404 Requirement)	4
D2	Lower-Division D – <i>Select courses from two different prefixes</i>	8
Upper-Division D		4
Total Units in Area D		16

Area E: Lifelong Learning and Self-Development		
Lower-Division E		4
Total Units in Area E		4

GE Electives in Area B, C, and D		
GE Electives – <i>Select courses from two different areas; may be either lower- or upper-division levels.</i>		8
Total Units in GE Electives		8

TOTAL UNITS IN GENERAL EDUCATION PROGRAM		72
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## GE Template for High-Unit Programs

The template includes the following distribution of courses for qualifying high-unit programs:

Area A: English Language Communication and Critical Thinking		
A1	Oral Communication	4
A2	Written Communication	4
A3	Critical Thinking	4
Total Units in Area A		12

Area B: Scientific Inquiry and Quantitative Reasoning		
B1	Physical Science	4
B2	Life Science	4
B3	Laboratory Activity	in B1 or B2
B4	Mathematics/Quantitative Reasoning	8
Upper-Division B		4
Area B Electives		8
Total Units in Area B		28

Area C: Arts and Humanities		
<i>Lower-division courses in Area C must come from three different prefixes.</i>		
C1	Arts: Arts, Cinema, Dance, Music, Theater	4
C2	Humanities: Literature, Philosophy, Languages other than English	4
Lower-Division C Elective – <i>Select a course from either C1 or C2</i>		4
Upper-Division C		4
Total Units in Area C		16

Area D: Social Sciences		
D1	American Institutions (Title 5, Section 40404 Requirement)	4
D2	Lower-Division D	4
Area D Elective – <i>Select either a lower- or upper-division course</i>		4
Total Units in Area D		12

Area E: Lifelong Learning and Self-Development		
Lower-Division E		4
Total Units in Area E		4

TOTAL UNITS IN GENERAL EDUCATION PROGRAM		72
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## **High-Unit Programs**

Consistent with EO 1100-R (2.2.5), Cal Poly recognizes the need to offer consideration to high-unit major degree programs. Cal Poly's definition of a high-unit program in the GE template included herein is equivalent to our definition of "engineering programs" from the prior GE template: all programs within the College of Engineering along with the other ABET accredited programs of ARCE and BRAE. Only these programs will be considered high-unit major degree programs.

## **Writing Component**

All General Education courses must have an appropriate writing component. In achieving this objective, writing in most courses should be viewed primarily as a tool of learning (rather than a goal in itself as in a composition course), and faculty should determine the appropriate ways to integrate writing into coursework. The writing component may take different forms according to the subject matter and the purpose of a course. Outside of the GE areas specified below, at least 10% of the grade in all GE courses must be based on appropriate written work (e.g., lab reports, math proofs, essay questions, word problems, exam questions).

GE areas A2, A3, Upper-Division C, and Upper-Division D are designated as Writing Intensive. All courses in these areas must include a minimum of 3,000 words of writing and base 50% or more of a student's grade on written work. GE area C2 is also designated as Writing Intensive, but all courses in this area must include a minimum of 2,000 words of writing and base 50% or more of a student's grade on written work. All Writing Intensive courses must include process-oriented writing instruction in which faculty provide ongoing feedback to students to help them grasp the effectiveness of their writing in various disciplinary contexts. The kind and amount of writing must be a factor in determining class sizes.



# THE CALIFORNIA STATE UNIVERSITY

## OFFICE OF THE CHANCELLOR



BAKERSFIELD

August 23, 2017

CHANNEL ISLANDS

**MEMORANDUM**

CHICO

TO: CSU President

DOMINGUEZ HILLS

FROM: Timothy P. W  
Chancellor

EAST BAY

SUBJECT: General Educa  
Executive Order 1100 Revised August 23, 2017

FRESNO

FULLERTON

HUMBOLDT

Attached is a copy of Executive Order 1100 Revised August 23, 2017 relating to the California State University General Education Breadth (CSU GE Breadth) requirements. This policy supersedes Executive Order 1100, which was issued on February 16, 2015. The policy incorporates changes recommended by faculty, students, administrators and the Academic Senate CSU regarding how systemwide GE policy can better: (1) clarify requirements, (2) ensure equitable opportunity for student success, and (3) streamline graduation requirements. Additionally, the revised executive order includes a revised definition for mathematics/quantitative reasoning (CSU GE Breadth Subarea B4), in response to recommendations from a variety of sources.

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

In accordance with California State University policy, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

POMONA

If you have questions regarding this executive order please contact the Academic Programs and Policy department at [APP@calstate.edu](mailto:APP@calstate.edu) or 562-951-4603.

SACRAMENTO

SAN BERNARDINO

TPW/clm

SAN DIEGO

SAN FRANCISCO

**Attachments**

SAN JOSÉ

- c: CSU Office of the Chancellor Leadership
- Dr. Christine Miller, Chair, Academic Senate CSU
- Provosts/Vice Presidents for Academic Affairs
- Associate Provosts/Associate Vice Presidents for Academic Affairs
- Articulation Officers
- Deans of Undergraduate Studies
- Directors of Admissions and Records
- Directors of General Education

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

**THE CALIFORNIA STATE UNIVERSITY**  
**Office of the Chancellor**  
**401 Golden Shore**  
**Long Beach, California 90802-4210**  
**(562) 951-4603**

**Executive Order:** 1100 Revised August 23, 2017  
**Effective Date:** August 23, 2017  
**Supersedes:** Executive Order 1100 Effective February 16, 2015  
**Title:** CSU General Education Breadth Requirements

This executive order is issued pursuant to Education Code 66763, Title 5, *California Code of Regulations*, sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.3, 40405.4, and 40508, and the Standing Orders of the Board of Trustees, Section II(a).

This executive order is intended to establish a common understanding of the requirements for CSU General Education Breadth (GE) and to provide for the certification of courses completed by transfer students at regionally accredited institutions. Reciprocity among CSU campuses for full and subject-area completion of lower-division GE Requirements is also addressed in this executive order. This executive order is effective for students subject to the fall 2018 and subsequent catalog years.

This document also addresses:

- **Applicability of the policy (Article 1, page 1),**
- **Patterns that fulfill General Education requirements (Article 2, page 2),**
- **Premises of CSU General Education Breadth (Article 3, page 5),**
- **Distribution of General Education Breadth units (Article 4, page 6),**
- **Transfer and articulation (Article 5, page 9),**
- **Implementation and governance (Article 6, page 16).**

## **Article 1. Applicability**

### **1.1 Prior to Completion of CSU Lower-Division General Education Breadth Requirements**

The requirements, policies and procedures adopted pursuant to this executive order are effective for students subject to the fall 2018 and subsequent catalog years who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges (CCC) and who have not satisfied lower-division general education

requirements according to the provisions of Title 5 Section 40405.2 or 40405.3.

## **1.2 Subsequent to Completion of Entire CSU General Education Breadth Requirements**

Subsequent to completion of CSU GE lower-division and upper-division requirements, a student shall not be required to satisfy additional exclusively general education breadth requirements.

## **Article 2. Fulfilling CSU General Education Breadth Requirements**

### **2.1 CSU GE Breadth Patterns**

Policies adopted by the Board of Trustees in July 1991 provide three optional patterns for undergraduate students to fulfill CSU GE requirements:

#### **a. CSU General Education Breadth**

Fulfillment of CSU GE requirements (Title 5, Section 40405.1), includes lower-division certification by a California Community College or a CSU, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units each (or 4 quarter units) each in Areas B, C and D; or

#### **b. Intersegmental General Education Transfer Curriculum (IGETC)**

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) (Title 5, Section 40405.2), as certified by a CCC, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D; or

#### **c. University of California (UC) Campus Lower-Division**

Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, and also includes the completion of 9 upper-division semester units (or 12 upper-division quarter units) consisting of a minimum of 3 semester units (or 4 quarter units) each in Areas B, C and D.

### **2.2 CSU Systemwide Requirements**

#### **2.2.1 General Education Requirements**

- a. CSU campus GE requirements shall conform to the requirements established in this executive order and shall not exceed the requirements for 39 lower-division and 9 upper-division

semester-units (or quarter-unit equivalent) in the defined GE Areas.

- b. A baccalaureate candidate who has not completed either the IGETC or UC-campus pattern specified in Article 2 shall complete the CSU General Education Breadth requirements described in Article 4, Subsections A through E, totaling a minimum of 48 semester units or equivalent quarter units.
- c. Subsequent to a change of major, the student shall not be subject to different or additional GE requirements solely to address CSU GE requirements already satisfied.

### **2.2.2 Minimum Grades**

- a. A grade of C- or better is required in each CSU or transfer-course in written communication in the English language (A2), oral communication in the English language (A1), critical thinking (A3), and mathematics/quantitative reasoning (B4). (Title 5 Sections 40803, 40804, 40804.1).
- b. Each CSU campus shall establish the minimum grades for satisfactory completion of remaining general education breadth courses, subject to reciprocity requirements specified in Section 5.6 of this EO.

### **2.2.3 Upper-Division Requirement**

Nine upper-division semester units (12 upper-division quarter units) are required according to the following distribution:

- Area B (3 semester or 4 quarter units) Scientific Inquiry and Quantitative Reasoning
- Area C (3 semester or 4 quarter units) Arts and Humanities
- Area D (3 semester or 4 quarter units) Social Sciences

The 9 upper-division GE courses are designed to be taken after upper-division status (completion of 60 semester units or 90 quarter units) is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in written communication, oral communication, critical thinking, and mathematics/quantitative reasoning. Campuses may require no more than 9 upper-division GE semester units (or the quarter equivalent).

### **2.2.4 Residency Requirement**

The 9 semester (12 quarter) units of upper-division GE shall be taken within the CSU. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403.

### **2.2.5 Exceptions**

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

- a. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1 to avoid demonstrable hardship. Each campus shall have clearly stated policy regarding such waivers.
- b. In the case of high-unit major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor for Academic and Student Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.
- c. A student who has been admitted to a baccalaureate degree program is exempt from additional GE requirements if:
  1. The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or
  2. The student has completed equivalent academic preparation, as determined by the appropriate campus authority.
- d. Each campus is authorized to make reasonable adjustments in the number of units assigned to any of the five required distribution Areas (A through E). The total number of GE units required shall not be fewer or greater than 48 semester units or 72 quarter units. Except when 49 semester (74 quarter) units is allowed as described in Article 4, Area B.

### **2.2.6 Double Counting**

#### **2.2.6.1 General Education, Major, and Other Requirements**

Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

### **2.2.6.2 General Education and US History, Constitution, and American Ideals Statutory Requirement**

CSU campuses may permit up to 6 semester units or 8 quarter units taken to meet the United States History, Constitution and American Ideals Requirement (Title 5, Section 40404) to satisfy GE requirements.

## **Article 3. Premises of CSU General Education Breadth**

### **3.1 Background**

CSU GE requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons.

These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience.

Courses approved for CSU GE should be responsive to the need for students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity, civic engagement, communication competence, ethical decision-making, environmental systems, technology, lifelong learning and self-development, and physical and emotional health throughout a lifetime.

### **3.2 Instructional Modality**

GE requirements may be satisfied through courses taught in all modalities (e.g., face-to-face, hybrid, or completely online). Pursuant to California Education Code Section 66763, an online course shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.

### **3.3 CSU Student Learning Outcomes**

Each CSU campus shall define GE student-learning outcomes within a programmatic structure. For example, GE student-learning outcomes may fit within the framework of the four "Essential Learning Outcomes" drawn from the [Liberal Education and America's Promise](#) (LEAP), an initiative of the Association of American Colleges and Universities.

**LEAP Essential Learning Outcomes Framework**

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

**Article 4. Subject Area Distribution**

Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups.

**Area A    English Language Communication and Critical Thinking**

**9 semester units (12 quarter units)**

*One course in each Subarea.*

<b>A1</b>	<b>Oral Communication</b>	(3 semester units or 4 quarter units)
<b>A2</b>	<b>Written Communication</b>	(3 semester units or 4 quarter units)
<b>A3</b>	<b>Critical Thinking</b>	(3 semester units or 4 quarter units)

Area A requires 9 semester units or 12 quarter units in oral communication in the English language (A1), written communication in the English language (A2), and critical thinking (A3). Campuses shall not exceed these unit requirements.

Students taking courses in fulfillment of Subareas A1 and A2 will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills and abilities in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (Subarea A3) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

**Area B Scientific Inquiry and Quantitative Reasoning**

**12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level**

*One course each in Subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the completed science courses, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.*

<b>B1</b>	<b>Physical Science</b>	(3 semester units or 4 quarter units)
<b>B2</b>	<b>Life Science</b>	(3 semester units or 4 quarter units)
<b>B3</b>	<b>Laboratory Activity</b>	A laboratory course of not more than 1 semester (2 quarter) unit value, associated with B1 or B2, may be required.
<b>B4</b>	<b>Mathematics/Quantitative Reasoning</b>	(3 semester units or 4 quarter units)

Area B requires 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with participation in a related laboratory activity that may be embedded in a lecture course or taught as a separate 1-credit course, and into mathematical concepts and quantitative reasoning and their applications. Campuses shall not exceed these unit requirements.

It is expected that campuses could offer the laboratory experience within:

- a 3 semester (4 quarter) unit lecture course;
- a lecture plus laboratory course of 4 semester (6 quarter) units; or
- a standalone laboratory course of 1 semester (2 quarter) units.

In the latter two cases, the total number of GE semester units shall not exceed 49 (74 quarter units).

In Subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.



Satisfaction of CSU GE Area B4 Mathematics/Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements.

**Area C Arts and Humanities**

**12 semester units (18 quarter units), with 3 semester units (4 quarter units) taken at the upper-division level**

*At least one course completed in each of these 2 Subareas, and 3 additional semester units (4 quarter units) at the upper-division in one of the following Subareas.*

**C1 Arts: Arts, Cinema, Dance, Music, Theater**

**C2 Humanities: Literature, Philosophy, Languages Other than English**

Area C requires 12 semester units or 18 quarter units among the arts, literature, philosophy and foreign languages. Campuses shall not exceed these unit requirements.

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

**Area D Social Sciences**

**12 semester units (18 quarter units), with 3 semester units taken at the upper-division**

*At least two courses completed in 2 different disciplines, and 3 additional semester units (4 quarter units) at the upper-division.*

Area D requires 12 semester units or 18 quarter units dealing with human social, political and economic institutions and behavior, and their historical background.

Students shall complete courses from at least two different disciplines, and one upper-division Area D course is required. Campuses shall not exceed these unit requirements.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D.

**Area E      Lifelong Learning and Self-Development**  
**3 semester units (4 quarter units)**

Area E requires 3 semester units (4 quarter units) of study, and campuses shall not exceed this unit requirement.

This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein.

Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

**Article 5. Transfer and Articulation**

This article pertains to regionally accredited CCC and non-CSU institutions that certify transfer students' fulfillment of CSU GE requirements.

**5.1      Premises of General Education Breadth Transfer and Certification**

- a. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.
- b. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.

- c. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions unless there are specific indications that such reciprocity is not appropriate.

## **5.2 Conditions for Participation in CSU General Education Breadth Certification**

CSU campuses may continue to articulate courses that meet GE requirements from other regionally accredited institutions. However, only CCC may participate in the annual CSU GE certification process, subject to the following provisions:

- a. The community college shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
- b. The community college shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this executive order and any additional objectives implemented by the CSU Chancellor.
  - 1. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
  - 2. Interdisciplinary courses or integrated sets of courses that meet multiple CSU GE Breadth objectives may be used to satisfy CSU GE requirements.
  - 3. Units earned through an interdisciplinary course or integrated set of courses may be distributed among different GE Areas, as appropriate.
- c. The CSU Office of the Chancellor, Division of Academic and Student Affairs, shall maintain a list of courses and examinations that have been accepted for certification purposes by virtue of meeting requirements set forth in this policy for each GE Area.
  - 1. Each entry in the list shall specify the area to which the course or examination relates and the number of units associated with each area.
  - 2. The list shall be updated annually. Each institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic and Student Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives

for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.

3. A copy of the list shall be made available in electronic form to any CSU campus or institution. CCC are free to share with other institutions their course outlines and communications about those course outlines.
4. The CCC shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field.
5. The CCC shall report certification for individual students in a format to be specified.

### **5.3. Certification Requirements**

#### **5.3.1 Definition**

GE certification indicates that a transfer student has met CSU lower-division GE requirements. CSU campuses shall accept participating institutions' full certification or subject-area certification, as defined below.

#### **5.3.2 Full Certification**

##### **5.3.2.1 Fulfillment of Lower-Division Requirements**

Students admitted to a CSU campus with full certification shall not be held to additional lower-division general education requirements.

##### **5.3.2.2 Additional Lower-Division Graduation Requirements**

Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree.

##### **5.3.2.3 Qualification for Full Certification**

To qualify for full certification, a student must satisfactorily complete 39 lower-division semester units, or the quarter unit equivalent, of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Subject-Area Distribution). If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester units or the quarter equivalent. CCC

GE certification does not guarantee that all CSU campus admission requirements have been met. Units must be distributed as follows below (except as specified in 5.3.5 below):

- a. In Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking.
- b. In Area B, 9 semester units (or the quarter equivalent), including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester units (or the quarter equivalent).
- c. In Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.
- d. In Area D, 9 semester units (or the quarter equivalent), with courses from at least two different disciplines.
- e. Area E, 3 semester units (or the quarter equivalent).

### **5.3.3 Lower-Division Subject-Area (Partial) Certification**

#### **5.3.3.1 Fulfillment of Lower-Division Requirements by Area**

Students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division GE coursework in the subject areas certified.

#### **5.3.3.2 Certification Limits on Credits that Exceed Minimum Subject-Area Requirements**

For subject-area certification, CSU campuses are not required to certify credits that exceed the number of lower-division units required for the five Subject Areas—A through E.

#### **5.3.3.3 Additional Lower-Division Graduation Requirements**

Subject-area certification does not exempt students from completing unmet lower-division graduation requirements that may exist outside of the GE requirements at the campus awarding the degree.

#### **5.3.3.4 Qualification for Subject-Area Certification**

To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Article 4 (Subject-Area Distribution). Except as specified in 5.3.5, the units shall be distributed as follows:

- a. For Area A, 9 semester units (or the quarter equivalent), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one Subarea within Area A for any given student.
- b. For Area B, 9 semester units (or the quarter equivalent), including instruction in mathematics/quantitative reasoning and physical science and life science, at least one part of which must include a laboratory component. A single course may not be certified as meeting more than one Subarea within Area B for any given student, except for laboratory components incorporated into a physical or life science course. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 10 semester (or the quarter equivalent) units.
- c. For Area C, 9 semester units (or the quarter equivalent), with at least one course in the arts and one in the humanities.
- d. For Area D, 9 semester units (or the quarter equivalent), with courses taken from at least two disciplines.
- e. For Area E, 3 semester units (or the quarter equivalent).

#### **5.3.4 Approved Associate Degree for Transfer**

Students are considered lower-division CSU GE certified if they successfully complete and are awarded a CCC Associate Degree for Transfer (ADT) that includes the CSU lower-division GE requirements.

#### **5.3.5 General Education Breadth for STEM Majors within ADTs**

Students pursuing certain ADTs may be eligible to take “GE Breadth for STEM,” deferring one lower-division course in Subarea C and

one lower-division course in Subarea D until after transfer. GE Breadth for STEM is applicable only to majors for which the Transfer Model Curriculum specifies GE Breadth for STEM.

CCC preparing a CSU GE Breadth for STEM certification as part of an ADT shall ensure that the student has completed:

- a. All courses in Areas A, B, and E of the traditional GE curriculum; and
- b. One course in Area C1 Arts and one course in Area C2 Humanities; and
- c. Two courses in Area D from two different disciplines.

Details of each Transfer Model Curriculum are maintained and published at [www.c-id.net](http://www.c-id.net).

### **5.3.6 Exceptions to Certification Requirements**

At the discretion of the CSU campus, exceptions to the requirements for full certification and subject-area certification (as specified above) may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

## **5.4 Certification of Courses and Examinations**

### **5.4.1 Qualification for Certification**

A CCC may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them.

- 5.4.2** If so identified, those courses and examinations shall contribute to qualification of a student for either full certification or subject-area certification, as appropriate.

- 5.4.3** CCC may include upper-division courses taken at an eligible university in certification of lower-division CSU GE or IGETC.

## **5.5 Limitations of Certification**

### **5.5.1 Restriction to General Education Requirements**

Neither full certification nor subject-area certification exempts students from unmet lower-division graduation requirements that

may exist outside of the GE program of the campus awarding the degree.

## **5.5.2 Maximum Number of Credits Allowed**

### **5.5.2.1 Limit on Certification on Total General Education Units**

A CCC shall not certify a student for more than 39 semester units or the quarter equivalent. If more than one CCC certifies a student, the CSU campus granting the degree is not required to accept certification for more than 39 semester units or the quarter equivalent. If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester (or the quarter equivalent) units.

### **5.5.2.2 Restrictions on Certification of Upper-Division Courses**

No upper-division credit may be allowed for courses taken in a community college (Title 5 Section 40409.)

## **5.6 General Education Certification Reciprocity Among CSU Campuses**

### **5.6.1 Lower-Division Reciprocity**

- a. Lower-division GE requirements satisfied through a course or an examination at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.
- b. For the purposes of this section, completion of lower-division GE requirements is equivalent to qualification for full certification, as defined in 5.3.2.

### **5.6.2 Subject-Area Reciprocity**

- a. Subject-area course certification accepted for CSU GE at one CSU campus shall be accepted at any CSU campus. The student may not be held to any additional lower-division GE coursework in the subject areas certified.
- b. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division GE program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division GE



requirements in each subject area, and shall provide official documentation of such completion.

- c. For the purposes of this section, completion of lower-division GE subject-area requirements is equivalent to qualification for subject-area certification, as defined in 5.3.3.
- d. Transfer students admitted with documentation of completion of one or more GE subject areas at another CSU campus may not be held to any additional lower-division GE requirements in that subject area by the campus awarding the degree.

### **5.6.3 Upper-division Reciprocity**

Upper-division GE requirements satisfied at one CSU campus shall be accepted as fulfilling the same requirements at the CSU campus granting the baccalaureate degree.

### **5.6.4 Reciprocity Limitations**

The provisions of 5.6 do not exempt students from fulfilling unmet lower- or upper-division graduation requirements at the CSU campus awarding the degree or from lower or upper-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

## **Article 6. Implementation and Governance**

### **6.1 General Education Advisory Committee**

A systemwide Chancellor's General Education Advisory Committee (GEAC) is hereby established. While it is important that the membership of this committee be broadly based, it shall in largest part be drawn from the instructional faculty of the CSU. Each member of the committee shall have an equal vote. The membership shall include

- At minimum, six CSU faculty to be appointed by the Academic Senate, CSU. One shall serve as chair, and another as vice-chair.
- One CSU student to be appointed by the California State Student Association,
- One instructional faculty member from the CCC,
- One CSU campus academic affairs administrator,
- One CSU articulation officer,
- One CCC articulation officer,
- One Chancellor's Office administrator to staff the committee (ex-officio, non-voting)
- One CCC Chancellor's Office administrator (ex-officio, non-voting)

The chancellor or the executive vice chancellor for Academic and Student Affairs Division may from time to time request that the committee address and provide advice on issues related to the development and well-being of CSU GE policy and programs.

The responsibilities of this committee shall be as follows:

- a. Review and propose revisions to the objectives, requirements, and implementation of CSU GE policy to ensure high-quality general education.
- b. Study GE policies and practices inside and outside the system and, as appropriate, stimulate intersegmental discussion of GE policy and curricula.
- c. Review the implications of CSU GE policy for students transferring to the CSU and for the institutions from which they transfer, and propose any necessary adjustments to pertinent policies and practices so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.
- d. Report as appropriate to the chancellor.

## **6.2 Campus Responsibility**

### **6.2.1 Development and Revision of Campus Requirements**

Campus faculty have primary responsibility for developing and revising the institution's particular GE program. Within the CSU GE distribution framework, each CSU campus is to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

- a. General Education Program Development
  1. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
  2. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
  3. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

b. General Education Course Development

1. Consider the organization of approved courses so that students may choose from among a variety of “cores” or “themes,” each with an underlying unifying rationale.
2. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.
3. Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.

c. General Education Course Delivery

1. Provide sufficient numbers of Area A2 written communication and Area B4 mathematics/quantitative reasoning course sections to allow freshmen to complete these requirements in the first year of enrollment.
2. Courses approved for GE that have not been offered within a five-year period shall have GE status removed.

**6.2.2 Campus General Education Committee**

The effectiveness of a campus GE program is dependent upon the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, each campus shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this executive order. As a companion to the GE committee, a campus may choose to establish a GE program assessment committee to conduct the work described in 6.2.5 of this executive order.

**6.2.3 General Education Breadth Requirements and the Development of New Baccalaureate Degrees**

The development of new baccalaureate programs shall include consideration of how the degree requirements will incorporate at least the minimum required GE credits, the major program requirements, and other graduation requirements. Justifications must be provided to the Office of the Chancellor for any program extending the baccalaureate credit requirement beyond 120 units (Title 5, Section 40508).

#### **6.2.4 General Education Academic Advising**

Each campus shall provide for systematic, readily available academic advising specifically oriented to GE as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

a. **General Education Website**

Each CSU campus shall provide a public website that describes the institution's GE program. This website should include at minimum: GE requirements, courses certified for GE, CSU system GE policy and campus GE policy, and campus GE program and GE Area student-learning outcomes.

b. Each CSU campus shall clearly identify, in the catalog and/or course schedule, courses that are certified for each GE Subarea.

#### **6.2.5 General Education Review and Assessment**

In accordance with WASC Senior College and University Commission accreditation requirements, campuses shall:

- a. develop an assessment plan that: (1) aligns the GE curriculum with campus GE outcomes; (2) specifies explicit criteria for assessing the stated outcomes; (3) identifies when and how each outcome shall be assessed; (4) organizes and analyzes the collection of evidence; (5) and uses the assessment results to make improvements to the GE program, courses and pedagogy.
- b. provide for regular periodic reviews of GE program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should include a statement of the Meaning, Quality and Integrity of the campus GE program and the ongoing assessment of GE student learning outcomes.




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Timothy P. White, Chancellor

Dated: August 23, 2017

**Requirements for  
Lower- and Upper-Division  
California State University General Education Breadth**

<b>GE Area</b>	<b>Lower-Division Semester Units</b>	<b>Upper-Division Semester Units</b>	<b>Total Semester Units* Required</b>
<b>Area A English Language Communication and Critical Thinking</b>			
One course in each Subarea			
A1 Oral Communication			
A2 Written Communication			
A3 Critical Thinking			
<b>Area A total semester units required:</b>	<b>9</b>	<b>0</b>	<b>9</b>
<b>Area B Scientific Inquiry and Quantitative Reasoning</b>			
One course in each Subarea			
B1 Physical Science			
B2 Life Science			
B3 Laboratory Activity - associated with the course taken to satisfy either B1 or B2			
B 4 Mathematics/Quantitative Reasoning			
<b>Area B total semester units required:</b>	<b>9</b>	<b>3</b>	<b>12</b>
<b>Area C Arts and Humanities</b>			
At least one course in each Subarea			
C1 Arts: Arts, Cinema, Dance, Music, Theatre			
C2 Humanities: Literature, Philosophy, Languages Other than English			
<b>Area C total semester units required:</b>	<b>9</b>	<b>3</b>	<b>12</b>
<b>Area D Social Sciences</b>			
<b>Area D total semester units required:</b>	<b>9</b>	<b>3</b>	<b>12</b>
<b>Area E Lifelong Learning and Self- Development</b>			
<b>Area E total semester units required:</b>	<b>3</b>		<b>3</b>
<b>Total GE Units</b>	<b>39</b>	<b>9</b>	<b>48</b>

**Note:**

Students who transfer to the CSU with an Associate Degree for Transfer (ADT) or full CSU GE certification, have completed the required lower-division 39 GE semester units. This includes 9 lower-division semester units each in Areas A, B, C and D, and 3 lower-division semester units in Area E. Their remaining required 9 semester units fall into CSU GE Areas B, C and D, and are to be taken at the upper-division level.

\*To determine unit requirements at quarter-based campuses, multiply the semester unit requirement by 1.5.

Adopted:

**ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_-19**

**RESOLUTION ON UNIVERSITY FACULTY PERSONNEL POLICIES  
CHAPTER 5: EVALUATION PROCESSES**

**Impact on Existing Policy: This resolution establishes the statement of policy about the faculty evaluation processes. Its impact on existing policy is described in the attached report.<sup>i</sup>**

- 1 WHEREAS, The Academic Senate Faculty Affairs Committee is constructing a document  
2 entitled "University Faculty Personnel Policies" (UFPP) to house all  
3 university-level faculty personnel policies; and  
4
- 5 WHEREAS, AS-859-18 resolved that "The Academic Senate Faculty Affairs Committee  
6 construct UFPP by proposing university-level faculty personnel policies to  
7 the Senate in the form of chapters or portions of chapters of UFPP according  
8 to the procedures approved in AS-829-17"; and  
9
- 10 WHEREAS, AS-859-18 resolved that "By the end of Spring 2020 Colleges and other  
11 faculty units reorganize their faculty personnel policy documents to conform  
12 their documents to the chapter structure of UFPP"; therefore be it  
13
- 14 RESOLVED: The policy document contained at the end of the attached report "Proposed  
15 Chapter of University Faculty Personnel Policies Document: CHAPTER 5:  
16 EVALUATION PROCESSES" be established as Chapter 5: Evaluation  
17 Processes of UFPP, and be it further  
18
- 19 RESOLVED: Colleges and the Library revise their personnel policy documents by Spring  
20 2020 to have chapter 5 of their documents cover evaluation processes as per  
21 chapter 5 of UFPP.

Proposed by: Academic Senate Faculty Affairs Committee  
Date: February 26, 2019

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<sup>i</sup> (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.  
(2) Indicate if this resolution supersedes or rescinds current resolutions.  
(3) If there is no impact on existing policy, please indicate NONE.

**Proposed Chapter of University Faculty Personnel Policies Document:  
CHAPTER 5: EVALUATION PROCESSES**

The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies. This process specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies on the Senate consent agenda. Using the new process, **FAC will replace the current University Faculty Personnel Actions (UFPA) document piece by piece to construct a new University Faculty Personnel Policies (UFPP) document.** FAC may then employ the same process to update sections of the new UFPP on an as-needed basis.

The guiding principles in reforming the UFPA into the new UFPP are the following:

- **Clarify existing policies** that are common and already in place across the university.
- **Standardize procedures** for faculty evaluation at the university level.
- **Set baseline expectations and offer guiding principles** with directives to the colleges and departments to specify their criteria accordingly attuned to the disciplinary considerations specific to their programs.
- **Establish a common structure for all personnel policy documents across campus.**

The Senate has approved a resolution (AS-859-18) establishing the general structure of the UFPP in the form of its main chapter divisions, each containing thematically unified selections of policy:

1. **Preface**
2. **Faculty Appointments**
3. **Personnel Files**
4. **Responsibilities in Faculty Evaluation Processes**
5. **Evaluation Processes**
6. **Evaluation Cycle Patterns**
7. **Personnel Action Eligibility and Criteria**
8. **Evaluation of Teaching and Professional Services**
9. **Evaluation of Professional Development**
10. **Evaluation of Service**
11. **Governance**
12. **Workload**
13. **Appendices**

FAC is proposing to the Senate individual chapters of UFPP, each covered by its own Senate resolution. A draft of one of these chapters follows in this document, preceded by a summary of its content, impact, and implementation, and a description of feedback received on this proposed chapter.

**Summary of Chapter 5: Evaluation Processes**

This chapter defines all the evaluation sequences allowed for any sort of faculty evaluation currently used by the Colleges, Library, Counseling, and Athletics. University-level definition of these processes



## Proposed Chapter of University Faculty Personnel Policies Document:

### CHAPTER 5: EVALUATION PROCESSES

allows for the Colleges and Library to formulate their policy and procedure documents using common definitions of these processes. Standard and familiar evaluation processes include lecturer evaluations and the periodic, retention, promotion, and tenure evaluations of tenure-track faculty.

Each of these processes consists of a sequence of different levels of evaluation. The levels of evaluation were defined in Chapter 4, as the responsibilities of various evaluating bodies, such as department and college peer committees, department chairs or heads, or administrative evaluators. The scope of the processes covered in this section includes all faculty evaluation processes for instructional faculty, library faculty, counsellors, and coaches. Exceptions to the normal sequence of evaluation levels are also covered.

This chapter also includes in each definition of an evaluation process whether it is required or permitted for different forms of evaluation. The requirements are set by the Collective Bargaining Agreement (CBA). Where there is permission to choose, those allowances are based on CBA and conform to differences between colleges in their choices of how to evaluate faculty within the scope of those allowances.

#### Impact on Existing Policy

This chapter on the evaluation processes provides standard definition to all the evaluation processes allowed by the Collective Bargaining Agreement that are currently used by the Colleges, Library, Counseling, and Athletics. This chapter therefore does not establish new policies.

#### Implementation

*The establishment of UFPP by the Academic Senate would oblige the Colleges and Library to restructure their faculty personnel policy documents into the same chapter division as UFPP.* When a chapter of UFPP is approved by the Academic Senate and ratified by the President, the Colleges and the Library will now have a focused area of new or revised policy that they must consult and, if necessary, use to revise their documents accordingly.

This chapter defines the evaluation processes already used by the Colleges and the Library. The only scope of implementation therefore is in the use in policy documents of the standardized vocabulary for these evaluation processes.

The Colleges and the Library would need to update their descriptions of these evaluation processes in their personnel policy documents. In doing so, UFPP provides the scope of permitted options for different forms of evaluation.

The Colleges and the Library would include in this chapter a specification of which evaluation processes they use for different forms of review. For example, the Colleges can choose between a Four-Stage Performance Evaluation or a Five-Stage Performance Evaluation for tenure decisions. For lecturer range elevation colleges may also choose between a Three-Stage Periodic Evaluation or a Four-Stage Lecturer Range Evaluation process.

**Proposed Chapter of University Faculty Personnel Policies Document:****CHAPTER 5: EVALUATION PROCESSES**

Material in this chapter may form the basis for process guides the Colleges and the Library can draft and include in the appendices of their personnel policy documents.

**What follows is the proposed text of the chapter...**

## 5. Evaluation Processes

### 5.1. Summary

- 5.1.1. This chapter defines all the evaluation sequences allowed for any sort of faculty evaluation currently used by all the colleges. Standard and familiar evaluation processes include lecturer evaluations and the periodic, retention, promotion, and tenure evaluations of tenure-track faculty. Each of these processes consists of a sequence of different levels of evaluation. The levels of evaluation were defined in Chapter 4, as the responsibilities of various evaluating bodies, such as department and college peer committees, department chairs or heads, or administrative evaluators. University-level definition of these processes allows for colleges to formulate their policy and procedure documents using common definitions of these processes. The scope of the processes covered in this section includes all faculty evaluation processes including instructional faculty, library faculty, counselors, and coaches. Exceptions to the normal sequence of evaluation levels are also covered. Colleges must establish in their personnel policy documents which of the permissible evaluation processes they elect to use in their faculty evaluations.

- 5.1.2. [CITATION OF FOUNDATIONAL SENATE ACTION].

### 5.2. Instructional Faculty Evaluation Processes

#### 5.2.1. Two-Stage Part-Time Lecturer Evaluation

- 5.2.1.1. Two-Stage Part-Time Lecturer Evaluation provides feedback and guidance to the faculty member.
- 5.2.1.2. Two-Stage Part-Time Lecturer Evaluation consists of the following levels of evaluation:
- Department Chair/Head
  - Dean
- 5.2.1.3. Two-Stage Part-Time Lecturer Evaluation is PERMISSIBLE for periodic evaluation of part-time lecturers who are neither 12.12 nor 12.13 eligible and who are appointed in all three terms of an academic year.
- 5.2.1.4. Two-Stage Part-Time Lecturer Evaluation is PERMISSIBLE for periodic evaluation of part-time lecturers who are neither 12.12 nor 12.13 eligible and who are appointed in fewer than three terms of an academic year.

#### 5.2.2. Three-Stage Periodic Evaluation

- 5.2.2.1. Three-Stage Periodic Evaluation provides feedback and guidance to the faculty member in support of future personnel actions.
- 5.2.2.2. Three-Stage Periodic Evaluation consists of the following levels of evaluation:
- DPRC
  - Department Chair/Head
  - Dean.
- 5.2.2.3. Three-Stage Periodic Evaluation is REQUIRED for full-time periodic/cumulative lecturer evaluation.
- 5.2.2.4. Three-Stage Periodic Evaluation is REQUIRED for part-time lecturer evaluation for those who are eligible for 12.12 or 12.13 appointments.
- 5.2.2.4.5.2.2.5. Three-Stage Periodic Evaluation is PERMISSIBLE-REQUIRED for review of probationary faculty who are not subject to performance review.
- 5.2.2.5.5.2.2.6. Three-Stage Periodic Evaluation is PERMISSIBLE-REQUIRED for post-tenure review.
- 5.2.2.6.5.2.2.7. Three-Stage Periodic Evaluation is PERMISSIBLE for lecturer range elevation.

5.2.2.8. Three-Stage Periodic Evaluation is PERMISSIBLE for periodic evaluation of part-time lecturers who are neither 12.12 nor 12.13 eligible and who are appointed in all three terms of an academic year.

5.2.2.9. Three-Stage Part-Time Lecturer Evaluation is PERMISSIBLE for periodic evaluation of part-time lecturers who are neither 12.12 nor 12.13 eligible and who are appointed in fewer than three terms of an academic year.

**5.2.3. Four-Stage Lecturer Range Elevation Evaluation**

5.2.3.1. Four-Stage Lecturer Range Elevation Evaluation is an evaluation process that results in lecturer range elevation and includes an additional peer review committee between the department and the Dean.

5.2.3.2. Four-Stage Lecturer Range Elevation Evaluation consists of the following levels of evaluation:

- DPRC
- Department Chair/Head
- CPRC
- Dean

5.2.3.3. Four-Stage Lecturer Range Elevation Evaluation is PERMISSIBLE for lecturer range elevation.

**5.2.4. Four-Stage Performance Evaluation**

5.2.4.1. Four-Stage Performance Evaluation is a performance that results in the retention or tenure for tenure-track faculty.

5.2.4.2. Four-Stage Performance Evaluation consists of the following levels of evaluation:

- DPRC
- Department Chair/Head
- Dean
- Provost.

5.2.4.3. Four-Stage Performance Evaluation is PERMISSIBLE for tenure of tenure-track faculty.

5.2.4.4. Four-Stage Performance Evaluation is PERMISSIBLE for retention of tenure-track faculty.

**5.2.5. Five-Stage Promotion Evaluation**

5.2.5.1. Five-Stage Promotion Evaluation is a performance evaluation that results in promotion to higher rank for tenure-track faculty, and includes a college level peer review committee as an additional level of review between the department and the Dean.

5.2.5.2. Five-Stage Promotion Evaluation consists of the following levels of evaluation:

- DPRC
- Department Chair/Head
- CPRC
- Dean
- Provost.

5.2.5.3. Five-Stage Promotion Evaluation is REQUIRED for promotion of tenure-track faculty.

5.2.5.4. Five-Stage Promotion Evaluation is PERMISSIBLE for tenure of tenure-track faculty

5.2.5.5. Five-Stage Promotion Evaluation is PERMISSIBLE for retention of tenure-track faculty

**5.3. Library Faculty Evaluation Processes**

**5.3.1. Library Faculty Periodic Evaluation**

## UNIVERSITY FACULTY PERSONNEL POLICIES

5.3.1.1. Library Faculty Periodic Evaluation is a periodic evaluation that provides feedback and guidance to the library faculty member in support of future personnel actions.

5.3.1.2. Library Faculty Periodic Evaluation consists of the following levels of evaluation:

- DPRC
- Associate Dean
- Dean
- Vice-Provost

**5.3.2. Library Faculty Performance Evaluation**

5.3.2.1. Library Faculty Performance Evaluation results in retention, promotion, or tenure of library faculty.

5.3.2.2. Library Faculty Performance Evaluation consists of the following levels of evaluation:

- DPRC
- Associate Dean
- Dean
- Vice-Provost
- Provost

**5.4. Counseling Services Faculty Evaluation Processes**

**5.4.1. Counseling Services Periodic Evaluation**

5.4.1.1. Counseling Services Periodic Evaluation provides feedback and guidance to the counseling services faculty member in support of future personnel actions.

5.4.1.2. Counseling Services Periodic Evaluation consists of the following levels of evaluation:

- DPRC (optional)
- Director
- Health Center Director
- Vice President of Student Affairs

**5.4.2. Counseling Services Performance Evaluation**

5.4.2.1. Counseling Services Performance Evaluation results in retention, promotion, or tenure of counseling services faculty.

5.4.2.2. Counseling Services Performance Evaluation consists of the following levels of evaluation:

- DPRC (optional)
- Director
- Health Center Director
- Vice President of Student Affairs
- Provost

**5.5. Athletic Faculty Evaluation Process**

5.5.1. Athletic Faculty Periodic Evaluation provides feedback and guidance to the athletic faculty member in support of future personnel actions.

5.5.2. Athletic Faculty Periodic Evaluation consists of the following levels of evaluation:

- Athletic Director

**5.6. Exceptions**

5.6.1. If the department chair/head is not a tenured faculty member or academic administrator, then this level of evaluation is skipped and the evaluation will move to the next level of review. (CBA 15.43)

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- 5.6.2. If the department chair/head does not hold a higher rank than the faculty member under evaluation for promotion, then this level of evaluation is skipped and the evaluation will move to the CPRC. (CBA 15.43)
- 5.6.3. If a conflict of interest exists between the faculty member under review and chair/head or administrator, such as close relationship, prejudice, bias, etc., the chair/head or administrator should withdraw from this level of evaluation and provide a written rationale for withdrawal.
- 5.6.4. Deans withdrawing from their level of evaluation may designate an associate dean in their college to perform the duties of the dean's level of evaluation.

**5.7. University Evaluation Process Calendar**

- 5.7.1. The office of Academic Personnel will publish the annual evaluation process calendar. This process calendar will provide the dates by which levels of review should be concluded.

Adopted:

**ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_-19**

**RESOLUTION ON UNIVERSITY FACULTY PERSONNEL POLICIES  
CHAPTER 6: EVALUATION CYCLE PATTERNS**

**Impact on Existing Policy: This resolution establishes the statement of policy about faculty evaluation cycle patterns. Its impact on existing policy is described in the attached report.<sup>i</sup>**

- |    |           |  |
|----|-----------|--|
| 1  | WHEREAS,  | The Academic Senate Faculty Affairs Committee is constructing a document     |
| 2  |           | entitled "University Faculty Personnel Policies" (UFPP) to house all         |
| 3  |           | university-level faculty personnel policies; and                             |
| 4  |           |  |
| 5  | WHEREAS,  | AS-859-18 resolved that "The Academic Senate Faculty Affairs Committee       |
| 6  |           | construct UFPP by proposing university-level faculty personnel policies to   |
| 7  |           | the Senate in the form of chapters or portions of chapters of UFPP according |
| 8  |           | to the procedures approved in AS-829-17"; and                                |
| 9  |           |  |
| 10 | WHEREAS,  | AS-859-18 resolved that "By the end of Spring 2020 Colleges and other        |
| 11 |           | faculty units reorganize their faculty personnel policy documents to conform |
| 12 |           | their documents to the chapter structure of UFPP"; therefore be it           |
| 13 |           |  |
| 14 | RESOLVED: | The policy document contained at the end of the attached report "Proposed    |
| 15 |           | Chapter of University Faculty Personnel Policies Document: CHAPTER 6:        |
| 16 |           | EVALUATION CYCLE PATTERNS" be established as Chapter 6: Evaluation           |
| 17 |           | Cycle Patterns of UFPP, and be it further                                    |
| 18 |           |  |
| 19 | RESOLVED: | Colleges and the Library revise their personnel policy documents by Spring   |
| 20 |           | 2020 to have chapter 6 of their documents cover evaluation processes as per  |
| 21 |           | chapter 6 of UFPP.   |

Proposed by: Academic Senate Faculty Affairs Committee  
Date: February 26, 2019

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<sup>i</sup> **(1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.  
(2) Indicate if this resolution supersedes or rescinds current resolutions.  
(3) If there is no impact on existing policy, please indicate NONE.**

**Proposed Chapter of University Faculty Personnel Policies Document:  
CHAPTER 6: EVALUATION CYCLE PATTERNS**

The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies. This process specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies on the Senate consent agenda. Using the new process, **FAC will replace the current University Faculty Personnel Actions (UFPA) document piece by piece to construct a new University Faculty Personnel Policies (UFPP) document.** FAC may then employ the same process to update sections of the new UFPP on an as-needed basis.

The guiding principles in reforming the UFPA into the new UFPP are the following:

- **Clarify existing policies** that are common and already in place across the university.
- **Standardize procedures** for faculty evaluation at the university level.
- **Set baseline expectations and offer guiding principles** with directives to the colleges and departments to specify their criteria accordingly attuned to the disciplinary considerations specific to their programs.
- **Establish a common structure for all personnel policy documents across campus.**

The Senate has approved a resolution (AS-859-18) establishing the general structure of the UFPP in the form of its main chapter divisions, each containing thematically unified selections of policy:

1. **Preface**
2. **Faculty Appointments**
3. **Personnel Files**
4. **Responsibilities in Faculty Evaluation Processes**
5. **Evaluation Processes**
6. **Evaluation Cycle Patterns**
7. **Personnel Action Eligibility and Criteria**
8. **Evaluation of Teaching and Professional Services**
9. **Evaluation of Professional Development**
10. **Evaluation of Service**
11. **Governance**
12. **Workload**
13. **Appendices**

FAC is proposing to the Senate individual chapters of UFPP, each covered by its own Senate resolution. A draft of one of these chapters follows in this document, preceded by a summary of its content, impact, and implementation, and a description of feedback received on this proposed chapter.

**Summary of Chapter 6: Evaluation Cycle Patterns**

Evaluation cycle patterns are multi-year sequences of annual evaluation processes leading to personnel actions. For instance, the sequence of annual evaluations that lead to retention, promotion,



**Proposed Chapter of University Faculty Personnel Policies Document:  
CHAPTER 6: EVALUATION CYCLE PATTERNS**

and tenure for tenure-stream faculty comprise an evaluation cycle pattern, as does the sequence of lecturer evaluations that lead towards a three-year contract or range elevation. This chapter defines all evaluation cycle patterns and allows colleges to choose the patterns that best serve their needs and expectations.

**Impact on Existing Policy**

This chapter describes evaluation cycle patterns that are currently in use in colleges and other faculty units, in conformity with the University Faculty Personnel Actions document. These patterns conform with the Collective Bargaining Agreement (CBA), and in the case of lecturer evaluations especially, are largely driven by the CBA. Another evaluation cycle pattern not currently used at Cal Poly, but allowable by the CBA is offered as a default pattern.

This chapter therefore imposes no policy changes on the colleges since the colleges already have established for themselves their own evaluation cycle patterns and would have to change their own policies to revert to the proposed default or choose an alternative evaluation pattern.

**Implementation**

*The establishment of UFPP by the Academic Senate would oblige the Colleges and Library to restructure their faculty personnel policy documents into the same chapter division as UFPP.* When a chapter of UFPP is approved by the Academic Senate and ratified by the President, the Colleges and the Library will now have a focused area of new or revised policy that they must consult and, if necessary, use to revise their documents accordingly.

This chapter defines existing evaluation cycle patterns and allows the Colleges and Library to choose between options. It provides options to the Colleges and Library that might not have been apparent to them, and so this chapter would allow them to revisit their past practices and decide whether to continue with them or to change.

For those compliant with university policy, implementation would be exceedingly minimal. For those who are non-compliant this chapter provides the occasion for them to update the policies specific to this chapter and thereby come into compliance with the policies that have long been in place at Cal Poly.

Colleges and the Library may include in this chapter their choice of evaluation cycle patterns, and any necessary alternatives (e.g. for faculty hired with credit towards tenure). Material in this chapter may form the basis for process guides the Colleges and the Library can draft and include in the appendices of their personnel policy documents.

**What follows is the proposed text of the chapter...**

## 6. Evaluation Cycle Patterns

### 6.1. Summary

- 6.1.1. Evaluation cycle patterns are multi-year sequences of annual evaluation processes leading to personnel actions. For instance, the sequence of annual evaluations that lead to retention, promotion, and tenure for tenure-stream-line faculty comprise an evaluation cycle pattern, as does the sequence of lecturer evaluations that lead towards a three-year contract or range elevation. This chapter defines all evaluation cycle patterns and allows the Colleges and the Library to choose the patterns that best serve their needs and expectations.
- 6.1.2. [CITATION OF FOUNDATIONAL SENATE ACTION].

### 6.2. Probationary Faculty Evaluation Patterns

- 6.2.1. Evaluation patterns for probationary faculty consist of a sequence of periodic and performance evaluations. The periodic evaluations must consist of Three-Stage Periodic Evaluations. The retention evaluations must be either Four-Stage or Five-Stage Performance Evaluations. Colleges and the Library must specify in their personnel policies whether Four-Stage or Five-Stage Performance Evaluations would be used for retention of probationary faculty. In the descriptions of evaluation patterns that follow, "Performance Evaluation" could be either Four-Stage or Five-Stage Performance Evaluation. Tenure and Promotion occurring together in one evaluation requires a Five-Stage Performance Evaluation. "Periodic Evaluation" for probationary faculty is always a Three-Stage Periodic Evaluation.
- 6.2.2. A Three-Year Retention Pattern starts with Periodic Evaluations in the first two years of appointment. In the third year of appointment a Performance Evaluation results in a decision of whether to retain the candidate for another three years or to another one year. Candidates retained for three years undergo a Periodic Evaluation in the fourth and fifth years followed by a Promotion and Tenure evaluation in their sixth year. Candidates retained for one year undergo annual Performance Reviews in their fourth and fifth years followed by a Promotion and Tenure evaluation in their sixth year.
- 6.2.3. The Three-Year Retention Pattern proceeds as follows for each year of appointment for faculty retained for three years:
- Year 1: Periodic Evaluation
  - Year 2: Periodic Evaluation
  - Year 3: Retention to fourth, fifth and sixth year
  - Year 4: Periodic Evaluation
  - Year 5: Periodic Evaluation
  - Year 6: Tenure/Promotion
- 6.2.4. The Three-Year Retention Pattern proceeds as follows for each year of appointment for faculty retained for one year:
- Year 1: Periodic Evaluation
  - Year 2: Periodic Evaluation
  - Year 3: Retention to fourth year
  - Year 4: Retention to fifth year
  - Year 5: Retention to sixth year
  - Year 6: Tenure/Promotion
- 6.2.5. A Two-Year Retention Pattern starts with a Periodic Evaluation in the first year of appointment. In the second year of appointment a Performance Evaluation results in a

decision of whether to retain the candidate for a third and fourth year of appointment. Candidates retained to a third and fourth year undergo a Periodic Evaluation in the third year followed in the fourth year by another Performance Evaluation for retention to a fifth and sixth year of appointment. Candidates retained to a fifth and sixth year undergo Periodic Review in the fifth year, followed by a Promotion and Tenure review in their sixth year.

6.2.6. The Two-Year Retention Pattern proceeds as follows for each year of appointment:

- Year 1: Periodic Evaluation
- Year 2: Retention to third and fourth year
- Year 3: Periodic Evaluation
- Year 4: Retention to fifth and sixth year
- Year 5: Periodic Evaluation
- Year 6: Tenure/Promotion

6.2.7. An Annual Retention Pattern starts with a Periodic Evaluation in the first year of appointment. From the second through the fifth year of appointment candidates undergo Performance Evaluation for retention to the next year. In the sixth year of appointment the candidate undergoes Promotion and Tenure evaluation.

6.2.8. The Annual Retention Pattern proceeds as follows for each year of appointment:

- Year 1: Periodic Evaluation
- Year 2: Retention to third year
- Year 3: Retention to fourth year
- Year 4: Retention to fifth year
- Year 5: Retention to sixth year
- Year 6: Promotion and Tenure

6.2.9. The Three-Year Retention Pattern shall be the default evaluation cycle pattern for tenure-track professors. Colleges and the Library may choose the Two-Year or the Annual Retention Patterns at their discretion, and must state that choice in their personnel policies document.

6.2.10. Choosing the Two-Year Retention Pattern requires establishing comparable patterns for faculty hired with credit towards tenure.

### **6.3. Post-Tenure Faculty Evaluation Pattern**

6.3.1. Associate Professors in their third year after tenure undergo a Three-Stage Periodic Evaluation.

6.3.2. Every fifth year after tenure every tenured faculty member undergoes a Three-Stage Periodic Evaluation. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo a periodic evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator (CBA 15.35).

6.3.3. Promotion from Associate Professor to Professor requires a Five-Stage Performance Evaluation.

### **6.4. Instructional Lecturer and Temporary Librarian Evaluation Patterns**

6.4.1. Full-time instructional lecturers and temporary librarians appointed for the entire academic year that do not hold a three-year appointment with a 12.12 or 12.13 entitlement must be evaluated each year by a department PRC, the department chair, and dean.

- Years 1–5: Three-Stage Periodic Evaluation (Annual)
- Year 6: Three-Stage Periodic Evaluation (6 year cumulative)

## UNIVERSITY FACULTY PERSONNEL POLICIES

- 6.4.2. Part-time instructional lecturers and temporary librarians appointed for the entire academic year that do not hold a three-year appointment with a 12.12 or 12.13 entitlement must be evaluated each year by the department chair, and dean. Tenured faculty members should be given the opportunity to provide evaluative statements and such statements shall be written and signed (CBA 15.24). Department and college personnel policies may require evaluation by a DPRC in addition to the department chair/head and dean levels of review.
- Years 1–5: Two or Three-Stage Periodic Evaluation (Annual)
  - Year 6: Three-Stage Periodic Evaluation (6 year cumulative)
- 6.4.3. Full-time or part-time instructional lecturers and temporary librarians appointed for one or two academic quarters or a partial year for 12-month temporary faculty employees that do not hold a three-year appointment with a 12.12 or 12.13 entitlement may be evaluated at the discretion of the temporary faculty member, department chair/head or dean (CBA 15.25). These evaluations must include the department chair/head and dean levels of review and may include a department PRC. Tenured faculty members not participating on the PRC should be given the opportunity to provide evaluative statements and such statements shall be written and signed (CBA 15.24).
- 6.4.4. Full-time and part-time instructional lecturers and temporary librarians that hold a three-year appointment with a 12.12 or 12.13 entitlement must be evaluated at minimum in the third year of their three-year appointment. The temporary faculty member may be evaluated more frequently at the request of the temporary faculty member or dean (CBA 15.26).
- Year 3: Three-Stage Periodic Evaluation (Cumulative)
- 6.4.5. Part-time faculty members must be evaluated by the department chair, and dean. Tenured faculty members should be given the opportunity to provide evaluative statements and such statements shall be written and signed (CBA 15.24). Department and college personnel policies may require evaluation by a department PRC in addition to the department chair/head and dean levels of review.
- Year 3: Three-Stage Periodic Evaluation (Cumulative)
- 6.4.6. Lecturers eligible for range elevation must undergo at least a Three-Stage Periodic Evaluation. A Four-Stage Lecturer Range Elevation is permissible. Colleges must specify in their personnel policy documents which evaluation process they use for lecturer range elevation.